

AIMS TESTING ACCOMMODATIONS

GUIDELINES



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PURPOSE OF DOCUMENT

AIMS Testing Accommodations Guidelines is designed to guide **all** test administrators in the correct use of universal test administration conditions and standard testing accommodations on the AIMS HS and AIMS Science tests. The correct administration of AIMS requires the use of this document as well as the corresponding *Test Administration Directions* manuals. **All** test administrators for AIMS are expected to read and follow the guidance in this document.

Students with significant cognitive disabilities may be eligible to participate in the alternate AIMS A Science Test. **This document does not provide guidance for AIMS A Science.** For guidance or information please contact the Alternate Assessment Unit at 602.542.8239 or AssessingSWDs@azed.gov.

OVERVIEW OF AIMS SCIENCE TESTS

AIMS Science will be administered to students in Grades 4, 8, and High School. High school students will participate in AIMS Science in the spring of their first or second year of high school. Details regarding when high school students participate in AIMS Science are available from the school or district test coordinator.

Arizona statute (§15-741), the Individuals with Disabilities Education Act (§300.160), and the Elementary Secondary Education Act (§1111) mandate that **all students who are educated with Arizona's public funds must participate in state assessments, including all students with disabilities and all students identified as English Language Learners.** To prepare for the assessments, every student should be engaged in an instructional program based on Arizona's Academic Standards. This program should use varied approaches to instruction, offer a range of opportunities that enables students to demonstrate their knowledge and skills, and provide necessary and appropriate program supports and instructional accommodations to guarantee student access to the academic content.

UNIVERSAL TEST ADMINISTRATION CONDITIONS

The AIMS tests are to be administered in a standardized way. Following the guidance and the scripted directions in the appropriate *Test Administration Directions* manual will assure a standardized test administration. All *Test Administration Directions* manuals address the need to provide students with an appropriate testing location that is comfortable and free from distractions.

Universal Test Administration Conditions are specific testing situations and conditions that may be offered to **any** student in order to provide him/her a comfortable and distraction free testing environment.

Universal test administration conditions include:

- Testing in a small group, testing one-on-one, testing in a separate location or in a study carrel,
- Being seated in a specific location within the testing room or being seated at special furniture,
- Having the test administered by a familiar test administrator,
- Using a special pencil or pencil grip,
- Using devices that allow the student to see the test: glasses, contacts, magnification, special lighting, and color overlays,
- Using devices that allow the student to hear the test directions: hearing aids and amplification,
- Reading the test quietly to himself/herself as long as other students are not disrupted,
- Wearing noise buffers after the scripted directions have been read,
- Having the scripted directions included in the *Test Administration Directions* repeated (at student request) and having questions about the scripted directions or the directions that students read on their own answered.

While some of the items listed as universal test administration conditions might be included in a student's IEP as a required testing "accommodation," for AIMS testing purposes these are not considered testing accommodations and are not limited to only students with IEPs.

DETERMINING IF A STUDENT NEEDS AN ACCOMMODATION

When students need accommodations in how they learn or demonstrate learning, they are likely to need accommodations in how they are assessed. Conversely, if students do not need accommodations in how they learn or demonstrate learning, they will not need accommodations in how they are assessed. Therefore, **no accommodation may be put in place for an AIMS test that is not already used regularly in the classroom.**

To determine if a student will need testing accommodations to participate in AIMS testing, answer the following questions:

- Does the student use accommodations during daily instruction?
- If the student uses accommodations during daily instruction, does the student need accommodations in order to participate in the state assessment?
- If so, which testing accommodations are necessary and appropriate for the student?

The following sections describe standard accommodations and identify the specific standard accommodations available to students while participating in a state assessment.

STANDARD ACCOMMODATIONS

Standard accommodations are provisions made in how a student accesses and demonstrates learning that do not substantially change the instructional level, the content, or the performance criteria. For students with disabilities, standard accommodations are intended to reduce or even eliminate the effects of a student's disability. For English Language Learners and Fluent English Proficient Year 1 and Year 2 students, standard accommodations are intended to allow students the opportunity to demonstrate their content knowledge even though the student may not be functioning at grade level in English.

Accommodations can be changes in the presentation, response, setting, and timing/scheduling of educational activities. There should be a direct connection between a student's disability, special education need, or language need and the accommodation(s) provided to the student during educational activities, including assessment.

No accommodations should be provided during Achievement testing that are not also provided during instruction. However, not all accommodations appropriate for instruction are appropriate for use during Achievement testing. The accommodations available to students while testing on Achievement tests are limited to those listed in later sections of this document.

Accommodations may not provide verbal or other clues or suggestions that hint at or give away the correct response to the student. Therefore, it is not permissible to simplify, paraphrase, explain, or eliminate any test item, prompt, or multiple-choice option. Additionally, accommodations provided for one student may not impede or impact other students in the testing room. It is the responsibility of the Test Administrator to see that each student, who qualifies for testing accommodations, receives appropriate accommodations while also ensuring that other students, who do not receive accommodations, are not affected.

REPORTING RESULTS OF ASSESSMENTS TAKEN WITH ACCOMMODATIONS

The use of **standard accommodations** results in scores that are considered valid for comparison and accountability purposes. Students who received **standard accommodations** on AIMS will count as having tested for accountability purposes. Their AIMS results will be included in aggregate results at the school, district, and state level on the reports provided by the testing contractor.

Students who receive **standard accommodations** while participating in AIMS must have their accommodations appropriately identified on their answer documents as directed in the corresponding *Test Administration Directions*.

STANDARD ACCOMMODATIONS FOR STUDENTS WITH AN INJURY

Students with an injury, such as a broken hand or arm, that would make it difficult to participate in AIMS may use, as appropriate, any of the **universal test administration conditions** listed on page 4 and any of the following **standard accommodations**:

#	Standard Accommodations - Injury	Content Areas
1	Have multiple choice responses transferred from a test book into an answer document.*	W, R, M, S
2	Record or dictate multiple choice responses to a scribe.*	W, R, M, S
3	Use assistive technology for the writing prompt response with spell check, grammar check, and predict ahead functions turned off.*	W

* For these accommodations, the student's responses must be transferred to the student's answer document as directed in the corresponding *Test Administration Directions* manual.

STANDARD ACCOMMODATIONS FOR ENGLISH LANGUAGE LEARNER AND FEP YEAR 1 AND YEAR 2 STUDENTS

Students with a primary language other than English are administered the Arizona English Language Learner Assessment (AZELLA) to determine their level of English language proficiency. If a student achieves an "Overall Proficiency Level" score of "Pre-Emergent/Emergent, Basic, or Intermediate" on the AZELLA, the student qualifies, with parental consent, to be placed into a language program. **This student is referred to as an English Language Learner (ELL) student.**

An "Overall Proficiency Level" score of "Proficient" on the AZELLA for a student who is already in a language program qualifies the student to be Reclassified Fluent English Proficient (Reclassified FEP) and withdrawn from the language acquisition program. A Reclassified FEP student is monitored for the next two years after scoring "Proficient" on the AZELLA. **This student is referred to as a Fluent English Proficient (FEP) student.**

ELL and FEP Year 1 and Year 2 students may use, as appropriate, any of the **universal test administration conditions** listed on page 4 and any of the following **standard accommodations**. Additionally, students who are non-proficient students, as determined by the AZELLA, and whose parents/guardian opted them out of ELL services may use any of the **universal test administration conditions** listed on page 4 and any of the following **standard accommodations**.

No accommodations should be provided during AIMS testing that are not also provided during instruction.

#	Standard Accommodations – ELL/FEP Year 1, 2/ELL students withdrawn by parent/guardian request	Content Areas
4	More breaks and/or several shorter sessions.	W, R, M, S
5	Simplify language in English for the scripted directions or the directions that students read on their own as needed upon student request. [^]	W, R, M, S
6	Read aloud in English the writing prompt, writing test items, ⁺ mathematics test items, ⁺ or science test items, ⁺ as needed upon student request. [^]	W, M, S
7	Provide a word-for-word published, paper translation dictionary. For a student who is blind, use of an electronic word-for-word translation dictionary. Grammar check, spell check, encyclopedia, and internet access must be turned off.	W, R, M, S
8	Exact oral translation of the scripted directions or the directions that students read on their own as needed upon student request. [^]	W, R, M, S

⁺ A **test item** includes both the question and the corresponding answer choices. Any stimulus preceding the item may also be read aloud.

[^] The "**as needed upon student request**" accommodations are to be administered in a one-on-one or very small group setting **not** in a whole classroom setting.

What May Be Translated?

Only the verbal directions stated by the Test Administrator and the written directions that the student is expected to read may be orally translated into the student's native language. The translation must be an exact translation which is as close to verbatim as possible, and translation is to be provided on an as needed basis only. Students must request the translation. Translations that paraphrase, simplify, or clarify directions are not permitted. Written translations are not permitted. Translation of test items is **not** permitted.

STANDARD ACCOMMODATIONS FOR STUDENTS WITH IEPs OR 504 PLANS

Students with IEPs and students with 504 plans may use, as appropriate, any of the **universal test administration conditions** listed on page 4 and any of the following **standard accommodations**:

#	Standard Accommodations – IEP/504	Content Areas
9	Place marker use.	W, R, M, S
10	More breaks and/or several shorter sessions.	W, R, M, S
11	Test at a different time of day.	W, R, M, S
12	Simplify language for the scripted directions or the directions that students read on their own.	W, R, M, S
13	Read aloud or sign the directions that students read on their own.	W, R, M, S
14	Read aloud or sign the writing prompt, writing test items,⁺ mathematics test items,⁺ or science test items.⁺ (This accommodation is to be administered in a one-on-one or very small group setting not in a whole classroom setting.)	W, M, S
15	Large print edition of test.	W, R, M, S
16	For a student who is blind, use of an abacus for mathematics test items.	M
17	For a student who is blind, use of an electronic dictionary and thesaurus for the writing prompt response. Grammar check, spell check, encyclopedia, translation, and internet access must be turned off.	W
18	For a student who is blind, Braille writers.*	W, R, M, S
19	Have multiple choice responses transferred from a test book into an answer document.*	W, R, M, S
20	Record or dictate multiple choice responses to a scribe.*	W, R, M, S
21	Use assistive technology for the writing prompt response with spell check, grammar check, and predict ahead functions turned off.*	W
22	For mathematics test, use of a personal whiteboard which can be seen by only the student and is erased after every problem.	M
--	Braille edition of test.	W, R, M, S

⁺ A **test item** includes both the question and the corresponding answer choices. Any stimulus preceding the item may also be read aloud.

* For these accommodations, the student's responses must be transferred to the student's answer document as directed in the corresponding *Test Administration Directions* manual.

During testing, all **universal test administration conditions** and **standard accommodations** identified in a student's IEP or 504 plan must be made available.

Accommodations that do not produce valid results are not permitted for AIMS.

Accommodations not permitted include the use of a scribe for writing, read aloud for reading, and use of a calculator or other manipulatives for mathematics.